



Read to be Ready

Teaching Foundational Skills
Through Reading and Writing



®

Module 7: Supporting Teacher Reflection on Teaching Foundational Skills Through Reading & Writing

Objectives

- Identify the role of reflection in sustaining improvement in teacher practice
- Consolidate content knowledge required to help teachers reflect on teaching foundational skills through reading and writing
- Examine coaching language that positions the teacher and coach as collaborative partners in reflection and learning
- Consider the role of active listening, paraphrasing, and questioning to promote deep reflection
- Explore the language of reflective coaching conversations

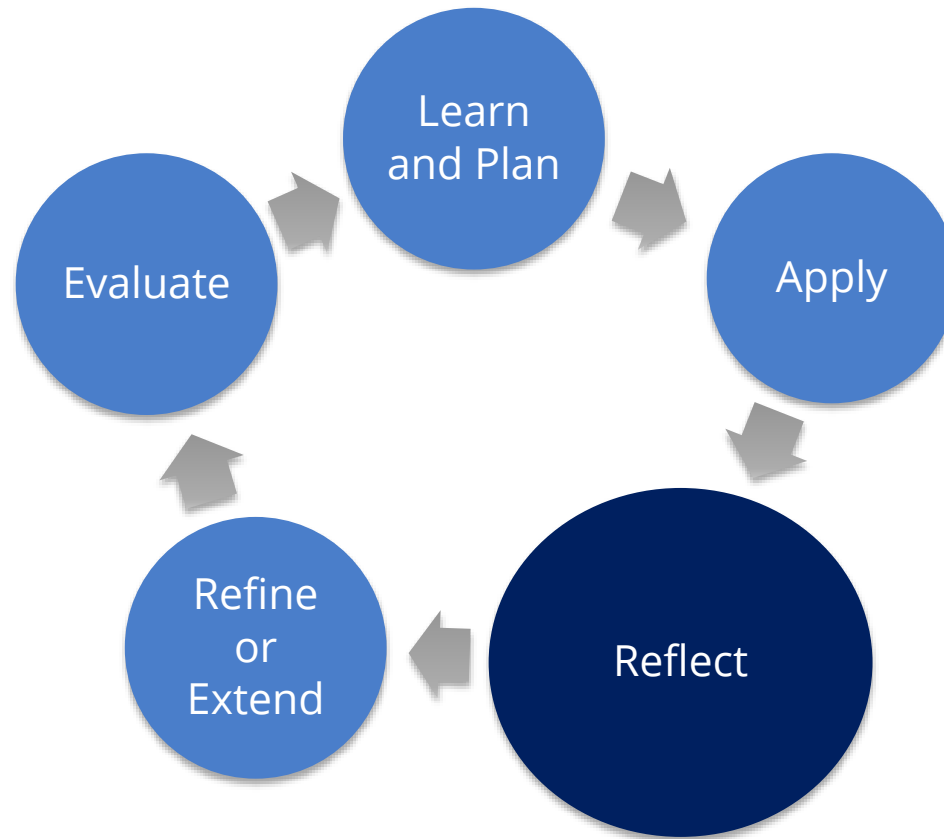
Link to Tennessee Standards for Professional Learning

- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
- **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

TEAM Connection

- **Assessment Plans**
- **Teacher Knowledge of Students**

The Coaching Cycle



How Does Reflection Sustain Improvement in Teacher Practice?

“Through coaching, you can help teachers establish the analysis and reflection that leads to independent learning.”

Lyons and Pinnell, 2001

The Coaching Role in the Reflection Phase: Listening, Paraphrasing, and Questioning

Active Listening to Support Reflection

- “Active Listening: The Key To Transforming Your Coaching” by Elena Aguilar
 - Four A’s Talk Structure
 - What do you *agree* with in the text?
 - What *assumptions* does the author hold?
 - What would you *argue* with?
 - What parts do you *aspire* to?

The Coaching Role in the Reflection Phase: Listening, Paraphrasing, and Questioning

Paraphrasing to Support Reflection

- Paraphrasing what you have heard a teacher say is an effective way to facilitate reflection and confirm listening. Coaches paraphrase in order to:
 - Empathize with the teacher's reflection;
 - Clarify the teacher's reflection;
 - Confirm the teacher's reflection; and
 - Summarize the teacher's reflection.

The Coaching Role in the Reflection Phase: Listening, Paraphrasing, and Questioning

Questioning to Support Reflection

“In order to understand what a teacher wants and values, her goals and struggles, and how to be of assistance, coaches need to ask a lot of probing questions. Coaches need to make sure their motivation in doing so comes from a place of genuine curiosity and willingness to support learning. Questions that are thinly veiled interrogations, that back teachers into corners or make them feel exposed and ignorant, will quickly damage any coaching relationship. Trust can be built through questions; it can also be destroyed through questions.”

West & Cameron, 2013

Other Tools to Support Observation, Reflection, and the Analysis of Teaching

- Self- Assessment of Teaching Foundational Skills Rubric
- The Developing Language and Literacy Teaching Rubric (DLLT)

Other Tools to Support Observation, Reflection and the Analysis of Teaching

- Coaching Observation Checklist

Other Tools to Support Observation, Reflection and the Analysis of Teaching

- Professional Learning Planning Tools

Reflecting on Foundational Skills & Planning for Coaching

- Observation of Teaching
- Video: Grade 2, Word Study Minilesson, Homophones

Planning for Coaching

- **Plan for a Reflective Coaching Conversation**
 - “Coaching Moves and Purposes”
- **Role Play Coaching**
- **Reflect on the Coaching**

Providing Differentiated Support for Reflective Practice

“For meaningful change to occur, teachers must have a voice in the process of their own learning. Therefore, coaches must heed teachers’ voices so that coaching is differentiated to the needs and interests of their teachers.”

Stover, Kissel, Haag, & Shoniker, 2011

- What are some of the challenges you face as a literacy coach in meeting the different professional development needs of teachers?
- In what ways have you differentiated coaching to support those needs?

Working with Teachers Who Find Reflection Difficult

- Understanding Resistance
- Examining Evidence of Resistance Activity

Connection to Professional Learning Standards

Read over the “Professional Learning Feedback Tool.”

- In which area(s) is teacher reflection most essential?
- In which areas have you most successfully supported reflection?

Connections to School and District

“When new experiences are encountered and mediated by reflection, inquiry, and social interaction, meaning and knowledge are constructed. Learning takes place, as does adult development. When actively engaged in reflective dialogue, adults become more complex in their thinking about the world, more tolerant of diverse perspectives, more flexible and open toward new experiences. Personal and professional learning require an interactive professional culture if adults are to engage with one another in the processes of growth and development.”

Lambert, 2002

- How has the information provided in the last three days connected to the goals you set for yourself and your learning?
- What is your biggest take-away from this training?
- What are your next steps as you go back to your school and district?



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork